

LEEDS BECKETT UNIVERSITY

Module Handbook

Leadership Management and Enterprise 2015/16

Level 6 Semester 1/2

Faculty of Health and Social Sciences

School of Health and Community studies

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Course BSc Nursing Group _____

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1 What this module is about

Introduction from the Module Leader

This module addresses the core principles of leadership, management and enterprise within a local, national and international context. Utilising a range of knowledge, skills and understanding of evidence based practice, students will explore the fundamental premise of globalisation and evaluate health care needs and provision within a dynamic context, whilst appraising the influence of leadership, management and innovation in contemporary health care. The module consolidates the level 4 and 5 evidence based practice learning. Recognising the diversity of populations, students will demonstrate comprehensive knowledge and a critical understanding of sources, types and hierarchies of evidence, to critically reflect upon the importance of effective communication across multi-professional teams, whilst ensuring service users remain central to, and empowered by, current and future service provision.

Module Aims

The module aims to develop students' confidence and ability to utilise the best available evidence to influence practice, promote safe and effective evidence based health care; thus enabling nurses to respond autonomously and competently to planned and unplanned events, managing themselves and others effectively, creating and maximising opportunities to develop innovative services, and demonstrating the potential to develop further management and leadership skills within a dynamic healthcare context.

Module Learning Outcomes

Learning outcome 1	Students will be able to utilise evidence based knowledge and skills to demonstrate a critical understanding of leadership, management and enterprise as these apply to health care settings
Learning outcome 2	Demonstrating knowledge of research methodology, Students will be able to critically discuss the challenges involved in the utilisation and promotion of evidence based practice.
Learning outcome 3	Students will select, apply and use contemporary health care appraisal frameworks to critically evaluate research and evidence, to make informed recommendations for change that are evidence based.
Learning outcome 4	Students will be able to identify key concepts influencing policy, critically evaluating the impact of national, international and global issues on policy.

Learning outcome 5	Critically appraise the World Health Organisation's health priorities in both a national and international context of healthcare policy and practice, evaluating the role of nursing and other healthcare professionals within a globalised context
Learning outcome 6	Critically evaluate the strength of evidence supporting patient and public involvement in the context of nursing practice across professional boundaries to enhance and support innovation in quality service provision.

Module Learning Activities

A blended learning approach is adopted with, lectures, interactive group tasks and games, seminars/student presentations, dissertation group tutorials and individual dissertation supervision.

Graduate Attributes Developed and Assessed

Attribute	Developed	Assessed
Enterprise	yes	
Digital Literacy	yes	
Global Outlook		yes

2 Module Timetable

Session	<i>Session title</i>	Lecturer
1	<i>Introduction</i>	Frances Chapman
2	<i>Searching for literature 1</i>	Martin Hird
3	<i>Searching for literature 2</i>	Martin Hird
4	<i>Types of evidence/ Research Methodology</i>	Michael Klingenberg
5	<i>Critical appraisal skills/ use of CASP</i>	Nicky Worrillow
6	<i>Literature review</i>	Martin Walsh
7	<i>Integration of literature</i>	Michael Klingenberg
8	<i>Research ethics</i>	Debbie Fox
9	<i>IT lab: searching for literature</i>	Nicky Worrillow
10	<i>Introduction to management theory/ proposal hand in</i>	Sue Sherwin
11	<i>IT lab: searching for literature</i>	Nicky Worrillow
12	<i>Away day</i>	TBC
13	<i>Introduction to leadership theory</i>	Sue Sherwin

14	<i>Assessment review</i>	Frances Chapman
15	<i>Introduction to change theory</i>	Nicky Worrillow
16	<i>Enterprise</i>	Kath Lancaster
17	<i>International perspectives on health</i>	Debbie Fox
18	<i>Health tourism</i>	Debbie Fox
19	<i>Health policy</i>	Debbie Fox
20	<i>Dissertation Q&A</i>	Frances Chapman

3 Key Resources to Support Learning

The following resources are meant to support your dissertation. Further resources will be provided on a week by week basis to support the lecture material. Other resources will be posted directly on to the myBeckett portal and virtual learning environment.

Aveyard H (2010) **Doing a Literature Review in Health and Social Care: A Practical Guide** McGraw-Hill International.

Bowers D, House A Owen D Understanding clinical papers 2nd Ed Wiley .

Carnwell R and Daly W (2001) Strategies for the construction of a critical review of the literature **Nurse Education in Practice** 1, 57–63 5.

Cronin P, Ryan F, and Coughlan M (2008) Undertaking a literature review: a step-by-step approach **British Journal of Nursing**, 2008, Vol 17, No 1.

Ellis P (2013) **Understanding Research for Nursing students** second edition SAGE learning Matters Ltd Exeter.

Ellis P (2013) **Evidence-based Practice in Nursing second** edition SAGE learning MATTERS LTD.

Hart C (2001) **Doing a Literature Search: A Comprehensive Guide for the Social Sciences**, Sage.

Hutchfield K (2010) **Information Skills for Nursing Students**. Learning Matters Ltd Exeter

How to Conduct a Literature Review Using CINAHL: The Basics (2012)

<http://allnurses.com/nursing-student-assistance/how-conduct-literature-751831.html>

Ridley D (2012) **The Literature Review: A Step-by-Step Guide for Students** SAGE, SAGE Study Skills Series.

Shaheen Majid, PhD; Schubert Foo, PhD; Brendan Luyt, PhD; Xue Zhang, MSc; Yin-Leng Theng, Majid S, Foo S, Luyt B, Zhang Z, Theng YL, Chang Y-K, and Mokhtar I. A , Adopting evidence-based practice in clinical decision making: nurses' perceptions, knowledge, and barriers **J Med Libr Assoc** 99(3) July 2011.

All disabled students requiring additional support or alternative arrangements must declare and provide evidence of their disability to the Disability and Advice Team as early as possible: <https://www.leedsbeckett.ac.uk/studenthub/disability-services.htm>

4 Assessment

4.1 Assessment Summary

Assessment Method:	Weighting:	Hand in date:	Feedback Method:	Feedback date:
Final Project – individually completed assignment of a practice orientated issue not involving the conduct of primary research	100%	Wednesday, April 27, 2016 Via turnitin and hard copy	Written via turnitin	June 1, 2016, via turnitin
Reassessment Method:	Weighting:	Hand in date:	Feedback Method:	Feedback date:
Final Project – individually completed assignment of a practice orientated issue not involving the conduct of primary research	100%	Wednesday, July 13, 2016 Via turnitin and hard copy	Written via turnitin	Post exam board.

4.2 Assessment Detail

Coursework

Student Instructions for Submission of Coursework

This module requires you to submit your work on-line ***and*** in printed and bound hard copy.

You **MUST** submit your work through MyBeckett using the link set up. Receipt of your work will be recorded.

You are required to submit your dissertation using TurnItIn (a worldwide text-matching service); you can then use this to help check your referencing. You can then revise, re-check and resubmit your work right up to the submission date and time. To make use of this checking service you must submit your work early.

Please note: We will follow up any suspected plagiarism and unfair practice found after the submission date as per University policy. Late penalties will apply as per University regulations.

Assessment Details

Undertake a literature review of an area of practice that you are interested in. As a result of this literature review propose one change/development/ enhancement that could be made in practice and critically evaluate the feasibility of implementing this evidence based change in practice. The maximum word count for this dissertation is 8000 (plus no more than 10%, as per course handbook).

Assignment guidelines

In consultation with your ward manager/mentor/academic facilitator identify an area in practice that you are interested in that may require development/enhancement or innovation.

This may be something that you have seen in practice or that you have read about that you feel could be improved or implemented in practice.

Carry out a literature search on this area of practice (your search strategy is required in the appendix of your dissertation). To do an effective and literature search **please refer to taught sessions and the resources provided within this module handbook.**

Critique the literature you have found. This involves you doing a 'literature review'. **Please refer to taught sessions from and the resources' provided within this module handbook.**

As a result of your literature review propose one change/development/enhancement in practice.

Develop an action plan detailing how this change in practice could be implemented.

Critically evaluate the feasibility of implementing your action plan.

Using **Johns' reflective model**, critically reflect on your learning from this assignment.

Dissertation support

You will be allocated to a 'learning set' and a dissertation supervisor. You will have the opportunity of attending **10 one hour** structured sessions to support you through the dissertation requirements (see below).

Where presentations are required it is important that students and facilitators adhere to this time table. However; groups may work at different speeds and will have differing needs. Therefore some supervisors may decide to fuse sessions to be able to spend more time on one topic that needs more emphasis and less time on another where students are clear about requirements. All topics will be discussed however.

In addition you are expected to spend **at least 14 hours** of library lab time to support you searching for literature. You may also have up to **2 individual support** sessions from your dissertation supervisor (arranged individually with your dissertation supervisor).

Seminar	Content for dissertation tutorial
1	<p>Presentation of proposal:</p> <p>This should take the form of a powerpoint presentation. In no more than 5 minutes, outline your idea, including some literature (and relevant search strategy) that has led to your idea.</p> <p>You will be receiving verbal feedback from other members of your group and your dissertation supervisor.</p>

2	<p>Dissertation writing process:</p> <p>In this session your group should discuss potential problems relating to the dissertation process and their solutions.</p> <p>Issues may include those of organisational and motivational nature. Please come prepared with a list of problems (envisaged or already experienced) and potential solutions. Your group and your supervisor will help addressing the major insecurities related to dissertation writing.</p>
3	<p>Search strategy discussion:</p> <p>In this session we will be discussing search strategies. To make this a meaningful exercise, please bring an online link to your searches (Discover/ Ovid medline etc). Each student should present his or her search strategies in no more than 5 minutes.</p> <p>You will be receiving verbal feedback from other members of your group and your dissertation supervisor.</p>
4	<p>Literature review discussion:</p> <p><i>Explicitly written</i> CASP analyses are not required or permitted in the dissertation. However; they will need to have been performed in order to make sense of the available evidence.</p> <p>In this session we will therefore be discussing literature reviews. We will talk about potential thematic sequencing and integration of evaluation in reviews.</p> <p>To make this a useful exercise it is desirable for you to have started writing the review to be able to present with specific questions.</p>
5	<p>Proposed change/enhancement/ innovation, discussion of feasibility:</p> <p>In this session the notion of feasibility will be discussed in relation to the various proposed changes. This will include ideas of barriers and facilitators. It will be desirable if students have thought about specific issues relating to their project.</p> <p>This session will not require any links to theory.</p>

6	<p>Critical analysis of feasibility, thinking about change theories and change agents:</p> <p>In this session we will try to link to theory the issues discussed in session 5. In a group discussion you will elaborate on how leadership/ management/ change theory will help you make sense of the notions discussed before and how these theories may help to address issues in an evidence-based fashion.</p>
7	<p>Action plan development and review (1):</p> <p>In this session, as well as the next, students can discuss their approach to action planning. Students should bring examples of evidenced action plans or their own format.</p> <p>Students can then work together on a hypothetical example which is unrelated to their project before moving on to make specific links to their change idea.</p>
8	<p>Action plan development and review (2):</p> <p>In this session student will continue to discuss action plans for the implementation of their change ideas.</p>
9	<p>Presentation of dissertation:</p> <p>This should take the form of a powerpoint presentation. In no more than 5 minutes, outline your idea, the main argument of your literature review, the theories employed and the main points of your action plan, including barriers and facilitators.</p> <p>You will be receiving verbal feedback from other members of your group and your dissertation supervisor.</p>
10	<p>Reflection using Johns' model of structured reflection. Support for presentation of dissertation:</p> <p>In this session you can finish the presentations from session 9, if required. Students will also discuss how they understand Johns' framework and its relevance to their dissertation work.</p> <p>There will also be an opportunity for supervisors to answer final questions regarding the presentation of dissertations. Students should have prepared questions in order for this to be a focused exercise.</p>

You are expected to submit a 500-word proposal for your dissertation to Frances on Friday 22nd January.

Guidelines for proposal

1. A clear indication of your chosen professional area.
2. A clear justification for this
3. A brief overview of your search strategy- key terms/words, databases you will use, other sources you intend to use.

Assignment presentation

Your dissertation should be double spaced and typed in Sans Sherif font (e.g. Arial). The font size should be no less than size 12. Pages must be numbered. The hard copy must be spiral bound. Submission via HSS help desk and turnitin.

Academic Criteria for Assignment Classification Level

Classification Grade	Class 1st 70 - 100%	Class 2/I 60 - 69%	Class 2/ii 50 - 59%	Class 3rd 40 - 49%	Fail 0 - 39%
Presentation	<p>Presentation clear and polished with an imaginative approach to the topic.</p> <p>Style is lucid and resourceful with an appropriate format.</p> <p>A fluent academic writing style with accurate spelling and syntax.</p> <p>Thoughts and ideas expressed clearly.</p>	<p>Presentation clear and logical and well structured.</p> <p>Well written with standard spelling and syntax.</p> <p>Style is lucid utilising an appropriate format.</p>	<p>Presentation clearly structured.</p> <p>Competently written with only minor lapses from standard syntax and spelling.</p> <p>Style is readable with acceptable format.</p>	<p>Presentation poor; little structure.</p> <p>Some errors.</p> <p>Generally competent writing although intermittent lapses from standard syntax and</p> <p>spelling pose obstacles for the reader.</p> <p>Format and bibliographical apparatus acceptable.</p>	<p>Presentation disorganised.</p> <p>Poorly written with numerous deficiencies in syntax, spelling, expression and presentation.</p> <p>The writer may achieve clarity (if at all) only by using simplistic or repetitious style.</p>

Relevance	<p>Survey of relevant material comprehensive.</p> <p>Directly relevant to title and learning outcomes.</p> <p>Able to address the implications, assumptions and nuances of the title.</p> <p>Relevance to practice is thoroughly and explicitly addressed.</p>	<p>Directly relevant to title and learning outcomes.</p> <p>Is able to demonstrate effective practice relevance.</p> <p>Survey of relevant material good.</p>	<p>Survey of relevant material limited.</p> <p>Generally addresses the title and learning outcomes, sometimes addresses irrelevant issues.</p> <p>Relevance to practice is effectively addressed but may be implicit in places.</p>	<p>Survey of relevant material sparse</p> <p>Some degree of irrelevance to the title and learning outcomes</p> <p>Superficial consideration of the issues</p> <p>Relevance to practice tends towards superficiality and is largely implicit</p>	<p>Little relevant material.</p> <p>Relevance to the title and learning outcomes is intermittent or missing.</p> <p>The topic is reduced to its vaguest and least challenging terms.</p> <p>Relevance to practice is barely or not considered.</p>
Knowledge	<p>Explanation in-depth.</p> <p>Makes effective use of a comprehensive theory and practice knowledge.</p> <p>Demonstrates ability in the manipulation and transfer of subject material to</p>	<p>Explanation clear.</p> <p>Makes effective use of good theory and practice knowledge.</p> <p>Manipulates and transfers some material to demonstrate a clear grasp of the themes,</p>	<p>Understanding of main points demonstrated.</p> <p>Adequate knowledge of a fair range of relevant theoretical and practice related material, with evidence of an appreciation of its significance.</p>	<p>Adequate knowledge of a limited range of relevant theoretical and practice related material with intermittent evidence of an appreciation of its significance.</p> <p>Understanding of main points demonstrated.</p>	<p>Demonstrates little understanding.</p> <p>Demonstrates misconceptions.</p> <p>Demonstrates a limited understanding of a narrow range of theoretical and practice related material.</p> <p>Lacks the basic knowledge in either theory or practice</p>

	demonstrate a solid understanding of the issues in both theory and practice.	questions and issues in theory and practice			necessary for an understanding of the topic.
Analysis	<p>Demonstrates good and consistent critical and conceptual analysis.</p> <p>Conclusions valid.</p> <p>A comprehensive analysis of the material resulting in clear and illuminating conclusions.</p>	<p>Good analysis of the material resulting in clear and logical conclusions.</p> <p>Critical and conceptual analysis satisfactory.</p> <p>Conclusions justifiable.</p>	<p>Overly descriptive.</p> <p>Limited or sparse conceptual and critical analysis.</p> <p>Conclusions reasonable.</p> <p>Adequate analytical treatment, with occasional descriptive or narrative passages, which lack clear analytical purpose.</p> <p>Conclusions are clear.</p>	<p>Almost entirely descriptive.</p> <p>Evidence of minimal analytical ability.</p> <p>Intermittent passages of descriptive or narrative material which lacks clear analytical purpose.</p> <p>Conclusions are not always clear or logical.</p>	<p>No conclusions drawn.</p> <p>Heavy dependence on description and/or narrative.</p> <p>Paraphrase is common.</p> <p>Evidence of analysis is lacking.</p> <p>Clear and logical conclusions are sparse.</p>
Structured Argument	Arguments soundly made.	Argument well made.	<p>Argument weak.</p> <p>Adequate attempt to construct a coherent</p>	Conclusions weak or debatable.	Does not have the correct focus.

	Coherent and logically structured, making creative use of an appropriate mode of argument and/or theoretical model.	Generally coherent and logically constructed. Uses an appropriate mode of argument.	argument, but may suffer loss of focus and consistency. Issues at stake lack clarity or theoretical models couched in simplistic terms.	Some attempt to construct an argument is evident but it lacks sufficient clarity and coherence. Issues at stake are only vaguely stated.	Little evidence of coherent argument. There is a lack of development and the work may be repetitive and/or thin.
Independent Thinking	Demonstrates a good degree of originality. Distinctive work showing independent thought and critical engagement with alternative views.	Demonstrates a limited degree of originality. Contains some distinctive or independent thinking. Beginning to formulate an independent position.	No originality. Sound work, which expresses a personal position, often in broad terms and tends towards uncritical conformity to one or more standard views of the topic.	Largely derivative. Attempts to present a personal view, but only in broad terms. Is largely uncritical and conforms to one or more standard views.	Almost wholly derivative. The writers contribution rarely goes beyond simplifying paraphrase. No evidence of personal thought.
Referencing & Bibliography	Referenced appropriately. References complete. Consistent accurate use of referencing	Some pertinent references used. References complete. Consistent use of referencing which may	Some inconsistencies in referencing but generally acceptable. Referenced but evidence not well	Few references. References incomplete. Significant errors in referencing and bibliography.	Inadequate citations. References incomplete. Bibliographical apparatus is unacceptable.

		contain minor inaccuracies.	utilised. References incomplete	Barely acceptable.	
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Assignment guidelines for marking

With reference to 'academic criteria for assignment classification level 6	
Has an appropriate literature search been undertaken and a search strategy provided in the appendix	5%
Has a literature review been undertaken commensurate with level 6?	35%
Does the proposed change, development or enhancement reflect the review of the literature?	5%
Has the student applied relevant leadership and management theories/strategies appropriately to the proposed implementation plan? Has the student critically evaluated the feasibility of the action plan? Has an action plan been included in the appendix?	40%
Has the student critically reflected on their learning using Johns' reflective model?	10%
Is presentation, punctuation, grammar, referencing and spelling consistent with level 6?	5%

Reassessment

Engage with your reassessment as soon as possible

Assignment submission details (reassessment)

Re-submission Date via turnitin and a paper copy is Wednesday **13th July before 4pm.**
See link set up in MyBeckett.

Assignment details (reassessment)

Undertake a literature review of an area of professional interest; make recommendations based upon your review and consider how these might be applied to your practice area. Word count- no more than 8000 (plus no more than 10%, as per course handbook).

Assignment guidelines (reassessment)

1. A clearly identified topic of interest with a rationale for its selection
2. A search strategy with a brief overview in the body of the text of demonstrating how you conducted your search – search strategy in the appendix
3. Critically review the literature identified and identify key themes for practice
4. Recommendations based upon the key themes and their application to practice

Assignment support (reassessment)

You may have an additional 3 sessions of personal supervision. Your original supervisor will normally provide support.

You need to be aware that you can plagiarise yourself if you reuse your original material. Please see the online guidance regarding plagiarism below

<http://skillsforlearning.leedsbeckett.ac.uk/local/documents/external/LittleBookOfCheatingPlagiarismAndUnfairPractice.pdf>

Assignment presentation (reassessment)

Your dissertation should be double spaced and typed in Sans Serif font (e.g. Arial). The font size should be no less than size 12. Pages must be numbered. The hard copy must be spiral bound.

Assignment guidelines for marking (reassessment only)

With reference to academic criteria for assignment classification level 6	
Is there a clear identification of area of an interest appropriate for adult nursing/mental health nursing	5%
Has an appropriate literature search been undertaken and a search strategy provided in the appendix	15%
Has a literature review been undertaken commensurate with level 6, identifying appropriate key themes.	50%
Have recommendations for practice been based on the findings of the literature review and clearly justified?	20%
Is presentation, punctuation, grammar, referencing and spelling consistent with level 6?	10%

4.3 Feedback

You will receive feedback via myBeckett with 4 weeks of the first submission and after the exam board for resubmissions.

Students may be required to attend a viva voce if there are areas within your dissertation that the markers wish to clarify or if you are borderline between classifications. A student requiring a viva voce will be sent details via email and must prioritise this so as not to delay their final mark release date.

5 Understanding Your Assessment Responsibilities

Mitigation and Extenuating Circumstances

If you are experiencing problems which are adversely affecting your ability to study (called 'extenuating circumstances'), then you can apply for mitigation. You can find full details of how to apply for mitigation at: <https://www.leedsbeckett.ac.uk/studenthub/mitigation.htm>

The University operates a fit to sit / fit to submit approach to extenuating circumstances which means students who take their assessment are declaring themselves fit to do so.

Late Submission

Without any form of extenuating circumstances, standard penalties apply for late submission of assessed work. These range from 5% to 100% of the possible total mark, depending on the number of days late. Full details (section C1.5.7) of the penalties for late submission of course work are available at <http://www.leedsbeckett.ac.uk/public-information/academic-regulations/> (see C1).

Cheating, Plagiarism and Other Forms of Unfair Practice

Academic misconduct occurs when you yourself have not done the work that you submit. It may include cheating, plagiarism, self-plagiarism, collusion and other forms of unfair practice. What is and what is not permitted is clearly explained in *The Little Book of Cheating, Plagiarism and Unfair Practice* which is available to view at: <http://skillsforlearning.leedsbeckett.ac.uk/local/documents/external/LittleBookOfCheatingPlagiarismAndUnfairPractice.pdf>

The serious consequences of plagiarism and other types of unfair practice are detailed in section C9 of the Academic Regulations at <http://www.leedsbeckett.ac.uk/public-information/academic-regulations/>